

## Upcoming Events

Visit [www.LeadandLearn.com/events](http://www.LeadandLearn.com/events) to learn more about these events, and to register online.

### **From What to How: How Common Core State Standards Should Influence Teaching, Learning, and Leadership**

October 28, 2011                      Cambridge, Massachusetts

### **90/90/90 Schools™ Summit:**

#### **The Latest Research on Sustainable Improvements in the Nation's Most Challenging Schools**

December 14-15, 2010              Las Vegas, Nevada  
April 14-15, 2011                  Bethesda, Maryland  
May 3-4, 2011                      St. Louis, Missouri

### **Writing Institute**

October 21-22, 2010              Chicago, Illinois

### **Effective Grading Practices Summit**

December 13, 2010              Las Vegas, Nevada  
May 2, 2011                      St. Louis, Missouri

### **Common Formative Assessments Seminar**

November 9-10, 2010              Las Vegas, Nevada  
March 2-3, 2011                  Dana Point, California

### **Engaging Classroom Assessments:**

#### **The Making Standards Work Seminar Series**

November 9-10, 2010              Las Vegas, Nevada  
March 2-3, 2011                  Dana Point, California

### **Rigorous Curriculum Design Planning Seminar**

November 9-10, 2010              Las Vegas, Nevada  
March 2-3, 2011                  Dana Point, California

### **Common Core State Standards Summit**

November 11, 2010              Las Vegas, Nevada

## Publications & Services

Visit [www.LeadandLearn.com](http://www.LeadandLearn.com) for more information.

### **Books & DVDs:**

#### **Leadership and Learning Live DVD Set, Volume 3: Data Teams in Action**

- DVD 1: Meaningful Instruction through the Data Teams Process
- DVD 2: Results-Driven Data Teams
- DVD 3: Leaders Embracing the Data Teams Process
- DVD 4: Collaboration Through Data Teams
- Interactive Viewing Guide

#### **Standards Assessment & Accountability—Real Questions from Educators with Real Answers from Dr. Douglas B. Reeves**

### **Services:**

#### **Implementation Audit Service**

How to Stop “Initiative Fatigue” and Close the Knowing-Doing Gap in Educational Systems

#### **Leadership Maps**

Let Us Design a Leadership Map™ for You that will Depict the Relationship Between Student Achievement and Professional Practices.

#### **Leadership Performance Coaching**

## Upcoming Free Webinars

Can't make it to a webinar below? Visit [www.LeadandLearn.com/Webinars](http://www.LeadandLearn.com/Webinars) to access our webinar archive. To receive e-mail notifications of upcoming webinars, register on our website at [www.LeadandLearn.com/Register](http://www.LeadandLearn.com/Register).

### **Sustainable Success in Challenging Schools**

October 27, 2010

Presented by : Dr. Douglas B. Reeves

# Sustainable Success in Challenging Schools

\* Dr. Reeves is the founder of The Leadership and Learning Center and works with education, business, government, and nonprofit organizations around the world. Reeves is the author of more than twenty books on leadership and organizational effectiveness, including the forthcoming *Assessing 21st Century Skills* to be published by Solution Tree. He has twice been named to the Harvard University Distinguished Authors Series, was named the Brock International Laureate for his contributions to research. He can be reached at [DReeves@LeadandLearn.com](mailto:DReeves@LeadandLearn.com), and complete copies of today's research slides are available as a free download at [www.LeadandLearn.com](http://www.LeadandLearn.com).

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The  
Leadership  
and Learning  
Center™

## **Sustainable Success in Challenging Schools**

Presented by  
Douglas B. Reeves  
[www.LeadandLearn.com](http://www.LeadandLearn.com)

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### **Leadership: The Critical Variable**

- Teacher Leadership – direct modeling of effective practice
- Administrative Leadership – creating and sustaining conditions for success
- System Leadership – using accountability as a learning system

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### **Overview**

- The original 90 90 90 research
- Sustainability over time
- Replication
- Context – Accountability Systems
- School level actions
- System level actions for District/State/Province/Ministry leaders
- Your success stories
- The 90 90 90 Institutes

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### **Prevailing Attitudes About Student Success**

- Using your “questions” function, identify the causes of student success

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### **The Original 90 90 90 Research**

- Available as free download at [www.LeadandLearn.com](http://www.LeadandLearn.com)
- 169 schools in high-poverty, high minority system
- 21 schools broke the mold – 90% poverty, 90% minority, and 90% meeting or exceeding state standards
- Interviews and on-site visits to identify common elements

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### **What Was the SAME in High and Low Performing Schools?**

- Same union contract and teacher time
- Same budget
- Same facilities
- Same teacher assignment policies
- Same principal assignment policies
- Same attention from the central office
- Same textbooks, curriculum, and standards
- Same profound social and home challenges

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### **What Was DIFFERENT for the High Poverty, High Minority, High Performing Schools?**

- A laser-like focus by everyone in the school on academic achievement and continuous improvement
- Clear curriculum choices that emphasize essential content
- Frequent formative assessments of student progress and multiple opportunities for improvement
- An emphasis on nonfiction writing across subject areas
- Collaborative scoring of student work to determine a common agreement about what proficiency looks like

See: Reeves, D.B. (2004). *Accountability in action: A blueprint for learning organizations* (2<sup>nd</sup>. Ed.). Englewood, CO: Advanced Learning Press.

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### **What Do the 90 90 90 Characteristics Have in Common?**

- Practices, not programs
- Not dependent upon budget
- Collaboration is “the way we do business”
- Collective responsibility for students
- Relentless pursuit of success
- Consequences right for failure

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### **Sustainability and Replication**

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## Evidence of Sustainability

- National replication at elementary, middle, and high school level
- Wide variety of “programs” and curricula
- Consistent application of core 90 90 90 practices
- Gains significant over 2 years; sustained over more than ten years
- Gains often persist even when teaching and leadership changes

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## Teacher Leadership

- Not a title
- Not an extra duty
- Genuine influence – the single greatest impact on teaching practice is the *direct modeling by other teachers*

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## Administrative Leadership

Create and sustain conditions for success:

- 1) Time
- 2) Efficacy (teacher impact on results)
- 3) Feedback
- 4) Expectations
- 5) Nonfiction writing
- 6) Formative assessments

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### Threats to Replication

- Disbelief in research
- “Our kids are different”
- “We don’t have time”
- “I can’t make up for 18 hours a day of home problems”
- “Too much work”
- “Not fair to the kids who are successful now”

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**Using your “questions”  
function, enter other threats  
to replication of the 90 90 90  
research in your school(s)**

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### Threats to Sustainability

- “Program” orientation – tradition of cycles of initiatives, boredom, death, and another new initiative
- Vocal opposition of a few wears the leadership down
- Political opposition – crowded honors and advanced classes
- Growing sentiment that “not everybody should go to college”

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### Context – Accountability System

- Do not wait for national or state capitals to design effective accountability systems
- Local systems must take responsibility NOW
- Using Accountability to create a learning organization:
  - Tier 1 – System-wide indicators
  - Tier 2 – School and department indicators
  - Tier 3 – School and department narrative

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### How Accountability Drove 90 90 90 Results

- Tier 1 – Effects (achievement, equity, safety, and other system goals)
- Tier 2 – Causes (teaching and leadership strategies)
- Tier 3 – Story behind the numbers
- “Science Fair” – annual display of simple displays that show relationship between Tier 1 and Tier 2

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### Actions for Schools

- Define with precision your expectations
- From labels to specific expectations
- Try this experiment – using your “question” function on your screen:
  - *“What is the evidence that an administrator-teacher team should expect to see in a classroom when the teacher is successfully using differentiated instruction?”*

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## Actions for Schools Continued

- **Specificity**
- **Boundaries** – not micromanagement
- **Accuracy** – “Do your grades reflect performance?”
  - **Fairness** – “Do grades reflect ONLY performance?”
  - **Effectiveness** – “Is it working?”
- **Collaboration** – common assessments, lessons, activities
- **“Practice”** – significant redefinition

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## Actions for Systems

- **Eliminate “Drive-by” workshops**
  - “I want something I can learn today and use tomorrow” – the common standard
  - Implies quick and easy learning – not a standard for ANY profession
- **Embrace Deep Implementation**
  - The 7:1 rule – for every one day of seminar, seven days of on-site implementation
- **“Deliberate Practice”** - 24 to 40 hours to learn and apply new professional practices

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## The Essential Question: What Causes Student Achievement?

- **Wide variety of school and home causes**
- **The question is, which can you control?**
- **Which causes have a disproportionate impact on achievement?**

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### **2010 Updates to the 90 90 90 Schools**

- **100 100 100 Schools**
- **The “4<sup>th</sup> 90” – 90% English Language Learners**
- **New research on relative impact of socioeconomic factors, teaching, and leadership (Hattie, *Visible Learning*)**
- **Applications to Secondary Schools**

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### **What Can You Do RIGHT NOW**

- **Change the schedule – more time for literacy**
- **Nonfiction writing in EVERY class just TWO TIMES before the end of the year**
- **Create incentives for work done correctly and on time**
- **Create different consequences for work done incorrectly or late**
- **Change the professional learning agenda to focus on meaningful collaboration**

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### **Where Can I See 90 90 90 Schools?**

- **Data for Learning DVD Series**
- **90 90 90 Institutes**
- **The limits of site visits – confirming pre-existing beliefs**

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## Standards & Assessment Seminars

November 9-10, 2010 – Las Vegas, Nevada

- Common Formative Assessments Seminar
- Engaging Classroom Assessments: The Making Standards Work Seminar Series
- Rigorous Curriculum Planning Seminar (New!)

Plus: Don't miss the new Common Core State Standards Summit on November 11<sup>th</sup>, also in Las Vegas!

[www.LeadandLearn.com/Seminars](http://www.LeadandLearn.com/Seminars)

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## Standards & Assessment Distance Learning

E-events are a cost-effective way to interface directly with our experts – continue your professional development without having to leave the comfort of your office!

- Assessment Literacy E-vent – November 30, 2010
- Engaging Classroom Assessments – December 1, 2010
- Common Formative Assessments – December 2, 2010
- Rigorous Curriculum Design – December 3, 2010

Special: Register for all four e-events at once, and save!

[www.LeadandLearn.com/DistanceLearning](http://www.LeadandLearn.com/DistanceLearning)

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## Questions and Discussion

For a Copy of Today's Webinar  
Visit Our Website at

[www.LeadandLearn.com](http://www.LeadandLearn.com)

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